

Before the Trip

- Plan activities to complete during the excursion, e.g. collecting shells, taking photographs, shopping, visiting another school, eating out. Consider how each experience can promote language development during and after the excursion. Many of the experiences can be extended through Big Books, photographic displays, art and craft activities.
- Prepare questions to ask or answer during the trip. If the children's background knowledge is limited display the questions and add graphics.

1. Where will we sleep?
2. How long will it take to travel to Darwin?
3. What will we see at Darwin?
4. How long will it take to climb Ayers Rock?
5. What will we do at Warakurna?

Working through a set of questions provides a focus for searching out and gaining information. The answers can be recorded beside the question chart when the children return from the trip. This technique helps students predict and confirm information. It also provides practice in recording and reading a variety of language patterns.

1. Where will we sleep?
2. How long will it take to travel to Darwin? 2 days?
4 days?
3. What will we see at Darwin?
4. How long will it take to climb Ayers Rock?
5. What will we do at Warakurna?



OUR TIMELINE

Day 1 - Pack bus, leave at 9am.

Day 2 - Travel to ...

Day 3 -

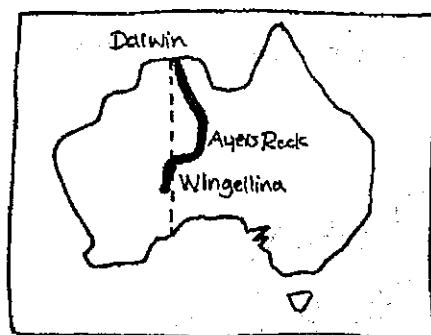
Day 4 -

Day 5 -

Day 6 -

Day 7 -

- Prepare a time line outlining the organisation of the excursion, e.g. departure date, places to visit with allocated time, important features.



- Display a map and record route of trip with any stopovers marked.

We stayed at:

- Ayers Rock
- Darwin
- Warakurna

We slept at _____,

It took _____ days to travel to Darwin.

We saw _____, _____, _____,

It took _____ to climb Ayers Rock.

At Warakurna we _____

Display both charts before the trip. Complete the second chart when the children have returned and discussed their itinerary

During the Trip

It is important that the children are actively involved in their excursion, finding out as much information as they can. For second language learners provide a balance between activities which involve both languages. At times children will spontaneously comment and share reactions with peers in their first language. At other times it will be appropriate to challenge and motivate them to communicate in English. Link these language-directed sessions with the preparatory activity initiated before the trip, e.g. talk about predictions made and information confirmed. Extend children's understanding by giving them opportunities to:

- take photographs
- draw pictures, maps
- record observations by making notes, writing a diary, etc.
- tape sounds, comments, etc.
- ask questions (these should be carefully planned beforehand)
- collect samples of objects, pamphlets, information sheets
- talk with each other about points of interest

After the Trip

Include activities such as painting, drama, modelling, cooking and murals. Writing activities will also extend and enhance children's understanding. If levels of language development prevent students from writing in a particular form use the modelling strategy to demonstrate how to plan and complete a piece of writing. Modelled writing is a technique which involves teachers in sharing the writing process. The writer 'thinks aloud' in front of the audience while demonstrating the decisions a writer must make, e.g.

I'm going to write a list. The words will go down the page. I won't need to use sentences. I think I'll start with a heading in bigger letters... I can't spell that word so I'll look it up in the dictionary... Now, P1! re-read my list to check that I have everything.

Examples of writing may include:

- reports
- recounts
- lists
- summaries
- labels for murals, friezes, specimens, letters
- poems, rhymes
- text for 'Big Books'



Sample Of Programming Format ~ Integrating English Language

Reading

BEFORE TRIP:

- Make a Big Book based on children's predictions of what they will see/ do. (Include predictable and repetitive text.)
- After Trip:
 - Confirm predictions with photos taken on trip. Make Big Book. Report format. Model how to write each page.
 - Provide each child with a photograph. Make

Word Study

- Write lists of words for wall display -
- | | | | | | |
|---|---|---|---|---|---|
| This is what
we will take - | . | . | . | . | . |
| This is what
we will see - | . | . | . | . | . |
| This is what
places we
will visit - | . | . | . | . | . |

Personal Reading

- Display travel books, atlases, travel brochures
- Make individual sets of class-made Big Books

Library Skills

In library corner, sort fiction from non-fiction books. Discuss distinguishing features, e.g. photographs, headings, labels.

Oral Reading

- Group reading of Big Book.
- What will we see in Darwin??
- Individual reading to REM.
- Group reading of class lists newsletter

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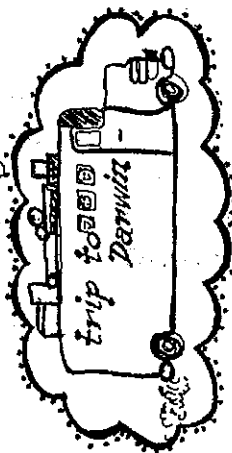
- Model how to write a list of items to take on the trip. Display list in writing corner with selection of writing materials and paper. Encourage the children to write and illustrate their own lists.
- Write a group newsletter about the trip. Display large example on wall. Make individual copies for children to illustrate and take home.

Spelling

- Encourage children to use class lists when writing independently.
- Sort words from lists, e.g.
 - 'b' words (initial) – bus, bath, bags, beds
 - 'ee' sound in Big Book, e.g. sort me, see, sea, he, we, happy, funny (same sound, different spelling)

Formal English

- conventions of - lists
 - newsletters
 (Model and compare both formats)
- Encourage children to generate independent versions in the writing corner.



Speaking & Listening

- Use word study list to write sentence frames -
- Before Trip:
 - "I think we will see -"
 - "I think we will see -"
- After Trip:
 - "We saw -"
 - We saw - ...
- Read the text to provide practice in language patterns.
- Incorporate a Sharing Time after art and craft activities.
- Model how to describe or explain a completed activity.

Prima

- Teach song, "Going In The Bus"
- Add own verses to suit the trip. Dramatise song.
- Teach song, "Never Smile At A Crocodile"
- Make crocodile headbands

SCIENCE & TECHNOLOGY

- Compare environments - made well mural of community before trip - vegetation
- Buildings
- Add Darwin's environment after trip.
- Computer. Write, edit, publish report of trip

SOCIAL STUDIES

- Living In A Harsh Environment.
Take photographs of community and Darwin.
Compare and contrast, eg.
In our community our food comes from _____
In Darwin the food comes from _____.

PRACTICAL / CREATIVE ART

- Make a model of the school camp.
- Before the trip - draw what we may see.
- During the trip - painting activities.

SOLUBILITY

- Map of area from community to camp
- Discuss and record:
 - estimated time
 - estimated distance
 - Make list of people going
 - Items to take, send on bus

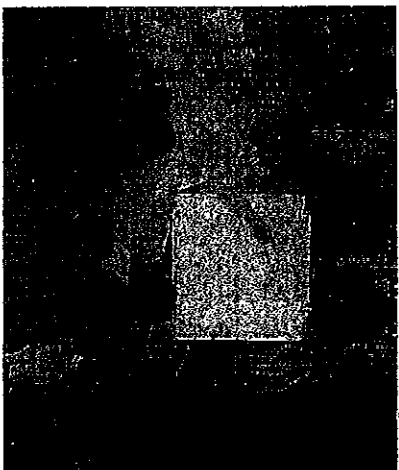
PHYSICAL EDUCATION

- Teach ball skills - basketball, soccer, baseball.

PERSONAL/OPTIONAL

- Care when travelling and staying in a different community. What I need to take

Planning for a School Camp



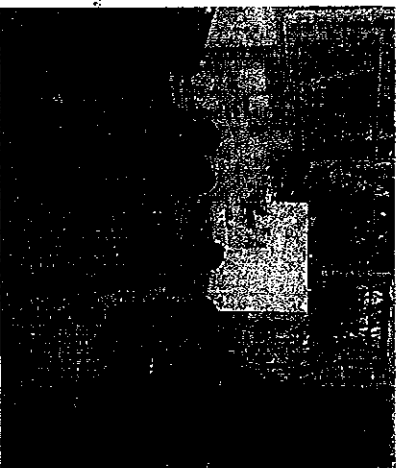
1. Introduce prediction activities - what will be seen or what will be done. Encourage children to draw and write about their own predictions.



2. Model how to write different forms of text, e.g. lists, newsletters. Add the children's illustrations. Display and label each form.



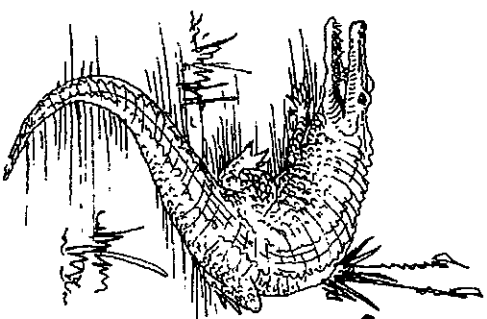
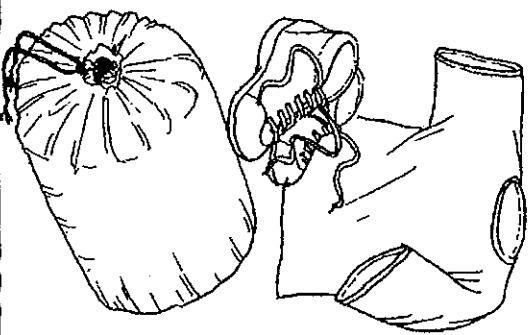
3. Involve the children in planning for the trip. Discuss, make lists, write letters, timetables etc.



4. Study a selection of materials - books, brochures, maps etc. - to establish background knowledge and introduce new concepts.



5. Encourage the children to read about and discuss their trip. Display written texts at eye level and incorporate a range of activities to consolidate vocabulary and language patterns.



Acknowledgment: Jamie Milne - Wingellina School, W.A.

Language experience

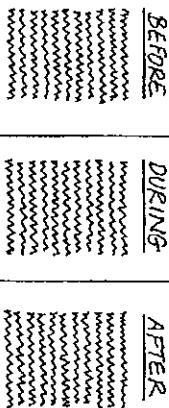
* When organising learning activities, teachers should concern themselves, not only with what they expect students to learn, but also with how they expect them to learn.
Select learning activities which show a balance between:
- knowledge, skills and values;
- teacher-directed and independent activities.

PLANNING FOCUS

COMMUNITIES

- Communities are established in particular places for different reasons.
- Communities function to satisfy a variety of needs and wants.

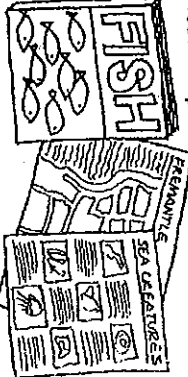


FOCUS 'Communities'



GOAL
- Visit and study
Fishing Boat Harbour, Fremantle.

TEACHER PREPARATION

- Collect road maps, maps of Fremantle, addresses.
- Book camp accommodation.
- Organise transport.
- Contact people who may provide assistance or information:
- Marine and Harbours;
- Fishing crew.

BEFORE	DURING	AFTER
<ul style="list-style-type: none"> • Brainstorm - whole class - to establish background knowledge. • Display posters, books, atlases, fishing charts, advertisements, road maps.  <ul style="list-style-type: none"> • Model how to write a letter to the Tourist Bureau. Request maps and information on 'Fishing Boat Harbour'. • Predict what will be seen. - 'I think we'll see...'. • Display a chart of predictions. • Write to Marine and Harbours requesting an interview. Establish information to be elicited, e.g. jobs, buildings, types of boats, fish. • Teach questioning skills for eliciting information - WHO, WHAT, WHERE, WHEN, WHY and HOW. Send a list of questions to the person being interviewed. • Involve children in planning a timetable of the trip: - meals - transport e.g. train, ferry, bus - football match, picnic - making a map - taking photographs 	<ul style="list-style-type: none"> • Take photographs of Harbour, buildings, people, children etc. • Interview Harbour Master. Video questions and responses. (Note capable students take notes.) • Visit fish processing works and fish shops. Take photos of different types of fish. Photograph people doing various tasks, e.g. unloading boats, cleaning tackle, driving forklift, operating cranes, sorting fish, cleaning, selling and cooking. • Complete a daily diary. e.g. Name buildings marked on map; describe one activity, draw one event. • Use different forms of transport, e.g. double decker bus, ferry, steam train. • Visit a shopping centre and ride on the escalators and lifts. Record children's reactions. • Visit the beach. Swim, make sand sculptures, collect shells etc. for class display. 	<ul style="list-style-type: none"> • Create Ocean environment in classroom: - paint windows; - make fish cut-outs; - display and label shells, etc. • View video and model how to write a report. Attach children's illustrations to the final copy. • Make a wall display of visit to the Harbour. Distribute photos to the children and have them write a suitable text. Add and label maps, illustrations, diaries etc. • Make a class 'Big Book' from photos of occupations: <div data-bbox="446 1581 713 1979" data-label="Complex-Block"> <p>'What is he doing?'</p>  <p>He's unloading the boat. He's caught lots of fish in the ocean.</p> <p>Encourage the children to write the text to accompany each photo.</p> </div> • Make topic charts of fishing words. Use 'have a go' cards during writing activities. • Observe writing strategies used to complete tasks. Collect and evaluate samples of writing.